

# STUDENT & PARENT LCI HANDBOOK

The purpose of this handbook is to provide students and parents with an outline of the educational programs offered by Lethbridge Collegiate Institute and to explain the organizational and operational procedures of the school, as well as the expectations and protocols for our students





# LCI Student Handbook

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# WELCOME TO LCI

## *Principal's Message*

It is with great pride and excitement that I take on the challenge of Principal at a school founded on excellence and academic rigour. LCI is more than just a school within our community, it represents tradition that has carried multiple generations to success. LCI is committed to fostering an environment where every student can thrive academically, as well as personally. LCI will continue to emphasize the values of empathy, respect, responsibility, growth, and grit. We will use those pillars of our Green to Gold Character to prepare our students for success both in high school and beyond. I encourage all students to take full advantage of the opportunities that exist within our walls and to always strive for excellence in everything they do. Together, we will continue to build a school culture where academic excellence is not only celebrated, but becomes a defining aspect of who we are.

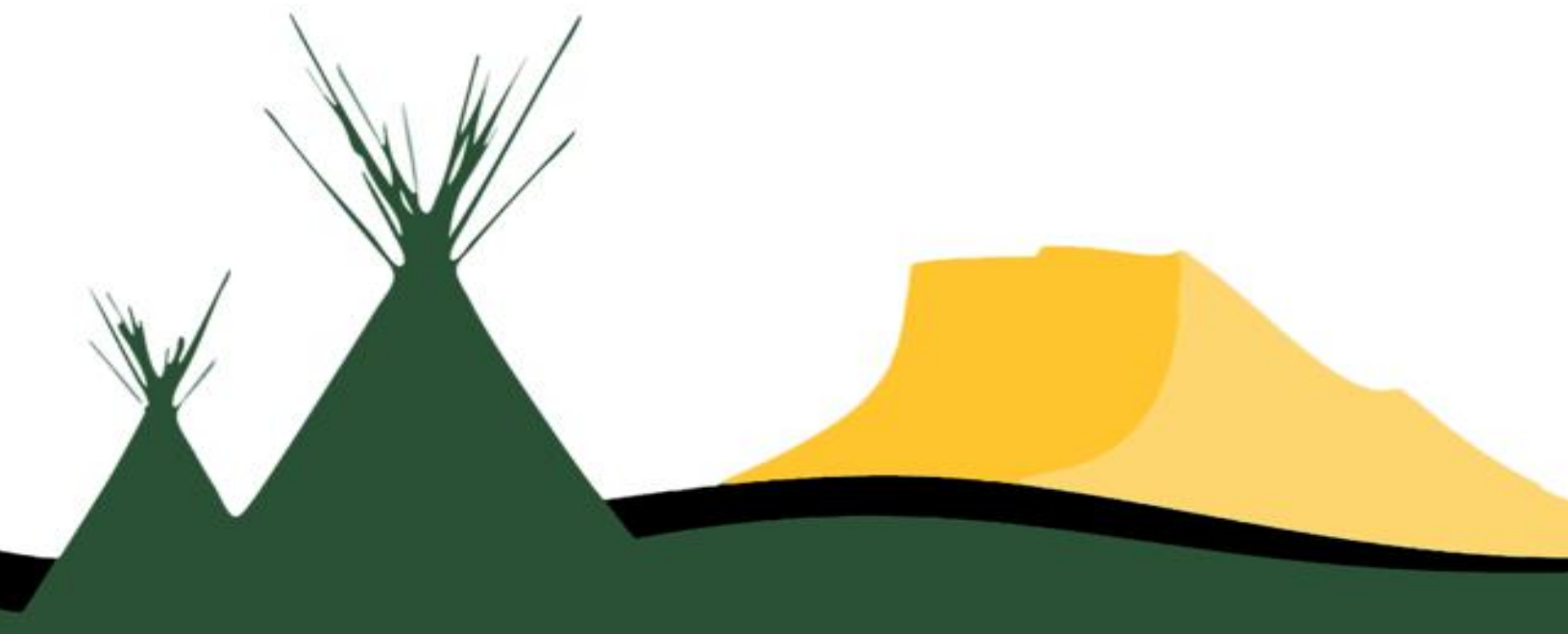
Annette Fox-Bruised Head

## LAND ACKNOWLEDGMENT

In 2023, as part of LCI's commitment to Truth & Reconciliation, LCI went through the traditional naming process of the Blackfoot people. This took place over many months, and in September of 2023, LCI was given the Blackfoot name of...

### ***IITATSIO'IISOPI***

Iitatsi'isopi translates to Vision Quest. This name was thought to be very fitting given that our students come to school each and every day on the traditional lands of the Blackfoot people in search of who they will be become after graduation. LCI recognizes that it sits in the heart of the lands of the Blackfoot confederacy (Siksikaitstapi). It is important to not only acknowledge the territory on which we are located, but also to pay homage to the elders who took care of this land so that we may live, work, learn, and thrive on this land today. Therefor, LCI would like to hounor and respect the traditional Indigenous ways of knowing.



## ABOUT LETHBRIDGE COLLEGIATE INSTITUTE

Lethbridge Collegiate Institute (LCI) was founded in 1928 and has a proud history within the community. LCI has a population of approximately 1,600 students and a staff of approximately 67 teachers and 30 support staff. It is a composite high school, providing a complete academic program, including Honors and Dual Credit opportunities in partnership with the University of Lethbridge; a wide range of Career & Technology Studies courses in the areas of Industrial Education, Home Economics, and Business Education; the Fine Arts; and Second Languages. LCI also offers a broad co-curricular program for the purpose of encouraging student involvement in athletics, the arts, and recreational activities. LCI is also designated as an Arts Academy in the areas of Visual Arts, Drama/Theatre, Band, Choir, and Dance.

The educational programs of LCI have been developed in accordance with the school's philosophy where staff care about meeting the needs of each and every student. To this end, we offer a wide variety of programs designed to recognize the unique and special abilities of each individual. We believe that students' needs are best met through a close partnership with the school, parents, and community. Since education is an all-encompassing venture that requires the cooperation of students, parents, teachers, and the entire community, LCI looks forward to your continued involvement and support.

## A BRIEF HISTORY OF LCI

The high school department in the public school system was organized in 1891. It was part of the original Central School until the Barford Wing was completed in 1904. When the Manual Training School closed, the high school department moved to that building in 1915. In 1928, a new high school building was erected on the corner of 4th Avenue and 15th Street South (now Lethbridge School District 51 Board Office). The "high school" was named Lethbridge Collegiate Institute. By the late 1940's, the school had outgrown its quarters and a new LCI was constructed on 5th Avenue between 16th and 18th Street South and opened in 1950 with grade 10 to 12 students. Subsequent additions to the 1950 building were completed in 1957 and 1970. Finally, commencing in October, 1987, a major total upgrading and renovation of the school was undertaken and completed, leaving LCI as one of the most attractive, modern high schools in the province. The 1999/2000 school year saw a major celebration, as LCI recognized it's '50 Green and Gold Years' in the 'new' building. In 2003/2004, grade 9 was added to LCI, resulting in its current construct as a grade 9 to 12 high school. Since that time, LCI has developed a strong fine arts program, while still striving for academic excellence and continuing to bolster our proud athletic heritage.



LCI during the construction of the small gym - 1965



Original building with the current B and F wings added - 1952

# SCHOOL VISION, MISSION AND PHILOSOPHY

Lethbridge Collegiate Institute fosters the Lethbridge School Division's Vision and Mission when providing educational opportunities.

## Vision Statement

Learners are innovative thinkers who are successful, confident, respectful, and caring.

## Mission Statement

Staff at LCI also believe in and strive to build student skills focused around the five characteristics of our Green to Gold initiative. Respect, Responsibility, Growth, Grit, and Empathy or the five pillars that we work to emphasize with our students. When our students enter grade 9, we say that they are coming in "Green" but our goal upon graduation, is to have them leave "Golden".

## Philosophy

Lethbridge Collegiate Institute is a comprehensive high school where staff care about meeting the needs of each and every student. To this end, we offer a wide variety of programs designed to recognize the unique and special abilities of each individual. We believe that students' needs are best met through a close partnership with the school, parents, and community. In and out of the classroom, we provide numerous opportunities for the development of academic, artistic, and athletic talent. The staff at LCI are committed to fostering healthy social skills and attitudes in a safe and caring environment. Along with parents and guardians, we strive to assist the youth in our community as they grow towards adulthood.

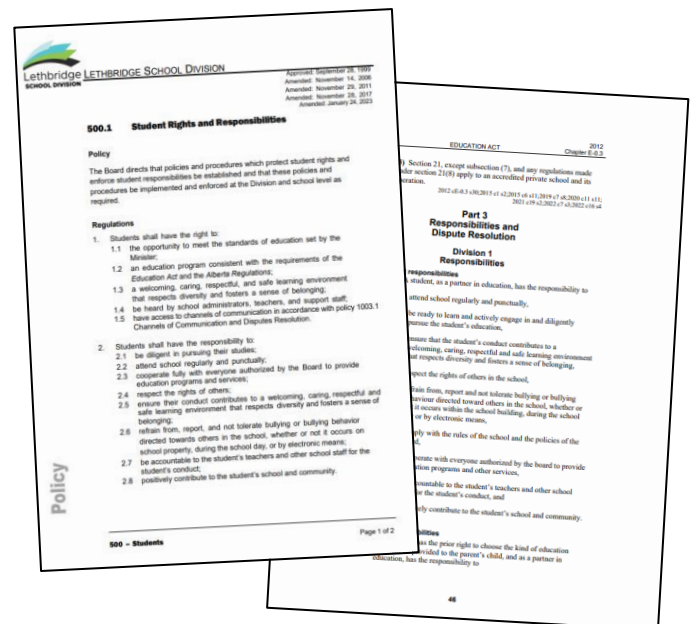
# EDUCATION ACT & LETHBRIDGE SCHOOL DIVISION POLICY

There are two very important documents that all school staff, students and parents should be aware of. LCI has built its policies and procedures for governing the school around these two documents. They are the Education Act and the Lethbridge School Division Policy that deal with rights and responsibilities. LCI expects students to live up to the same criteria outlined in both of those documents:

- [Alberta Education Act](#)
- [Division Policy on Student Rights & Responsibilities](#)

The criteria outline in the Education Act and the Lethbridge School Division Student Rights & Responsibilities Policy, it clearly states that students shall have the responsibility to:

- be diligent in the pursuit of their studies
- attend school regularly and punctually
- cooperate fully with the requests of the staff
- respect the rights of others
- ensure their conduct contributes to the welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging
- refrain from, report, and not tolerate bullying behaviour on or off campus
- be accountable for one's own conduct



# LCI CODE OF CONDUCT

It is our goal that LCI students are responsible, productive citizens of our school. In that our students are held to the same level of conduct as outline in [Division Policy 502.1](#). We believe that students, parents and staff are partners in keeping LCI a safe and secure learning environment. It is an expectation that all members of the school community be accountable for their conduct while involved in school activities.

**All expectations for appropriate behaviour can be addressed by following two simple rules:**

1. No one has the right to hurt anyone either physically or emotionally.
2. No one has the right to interfere with the learning environment at LCI.

Behaviours that would contravene the desired code of conduct for an LCI student include, but are not limited to:

- Violation of property rights (including theft and/or vandalism)
- Violation of personal rights (harassment, bullying, fighting, inappropriate language/acts, or hazing)
- Truancy or Poor Attendance
- Failure to Hand in Assignments in a Timely Manner
- Possession or use of Alcohol, Tobacco, Drugs, or Weapons
- Cheating or Plagiarism
- Inappropriate Use of Personal Electronic Devices
- Violation of Criminal Code and/or Education Act
- Going on to a neighbouring school campus

**At the beginning of each school year, the LCI administrative team hosts grade level meetings where each grade level is brought down for an assembly to go over the expectations and conduct mentioned above. Students are made aware of the of this handbook and where it is posted on the LCI website.**

Violation of any of the expectations outlined in the LCI Code of Conduct will be dealt with by administration. Although we understand that each situation must be examined on a case-by-case basis, we use the discipline guideline below as a place to start when discussing consequences for some of the above actions.

## **Classroom Expectations:**

In addition to code of conduct outlined above, each teacher will also have their own classroom expectations. The classroom expectations will align with the over arching code of conduct, but teachers may have additional expectations or restrictions to help maintain a positive learning environment. Some of those addition expectations may include, but are not limited to:

- Assigned seating for students
- Personal device limitations/storage
- Deadlines for assignment submission
- Being on time/lates
- Respectful behaviour/mutual respect

**Teachers primarily look after their own classroom management, but at times they will reach out to parents or administration for support. The goal is always to work as a team to balance supporting the individual needs of the student, while protecting the classroom learning environment as a whole.**

# DISCIPLINE GUIDELINES

Student conduct and discipline procedures must align with the [Lethbridge School Division Policy 500.1](#) on Student Rights and Responsibilities, as well as [Lethbridge School Division Policy 502.1](#) outlining the Student Code of Conduct. The staff and administration of LCI also reference [Lethbridge School Division Policy 502.1.9](#) in regards to Student Discipline.

## ***Cheating***

Any student caught cheating on any type of assessment will be confronted by the teacher and the grade level administrator. Should the evidence reasonably support the conclusion that the student cheated on the assessment, the administrator overseeing the investigation will assign a mandatory mark of **Zero** for that assessment. The student may also be required to redo or complete the assessment if the teacher feels they need the assessment item to ensure understanding of the learning outcomes. No marks will be awarded upon completion. In the event of repeated attempts of cheating within the same class, the student may be dropped from the class entirely and will have to repeat the course in a subsequent semester.

## ***Plagiarism***

Any student caught plagiarising the work of another student or outside source will be automatically assigned a mark of **Zero** for that assessment item. In addition to that, the student may still be required to redo or complete the assessment if the teacher needs that assessment item to accurately gauge the student's grasp of the learning outcomes (i.e. an English essay may still need to be finished after a mark of zero is assigned). Technology has made it very easy to check for plagiarism. It has also made it very easy to reference sources. Our hope is that student will choose to reference a source, rather than plagiarise. AI generated content will count as plagiarism.

## ***Unwanted Recording/Photography***

The reality of today's schools is that almost all students are equipped with a cell phone with camera capabilities. Students must understand that schools are required to provide a certain level of privacy for those that attend the school. Therefore, students are not allowed to be taking unwanted pictures of other students or staff without their consent. Furthermore, any video recording or picture taking with malicious intent will not be tolerated. Students who are found to be taking unwanted pictures/video, or spreading unwanted pictures/videos will face consequences. This would likely include having to forfeit their phone while on campus to an administrator for a predetermined amount of time, or leave it at home all together.

## ***Vandalism***

Any student caught vandalizing school property will be dealt with in proportion that matches the severity of the vandalism. In many cases, the culprit may be assigned minor caretaking duties to help make up for the time and energy exerted by our caretaking staff to clean up the initial act of vandalism. In other more extreme cases, the student will be asked to pay restitution to the school to cover the financial cost of repairing the damage, and the police may be contacted.



### ***Assault***

Students caught assaulting other students on or near campus will be suspended. If the assault is serious enough, the police may be contacted to provide supporting advice to the victim. The assailant could be suspended for up to five days depending on the severity of the infraction. Student should not be engaging in physical altercations, and whether instigating or retaliating, both students run the risk of a suspension.

### ***Bullying***

Bullying is NOT tolerated at LCI. Bullying is defined as the systemic mis treatment and targeting of one student by another student, or group of students. Bullying can come in many forms. It can be subtle and hard to notice, or it can be blatant and harsh. In any event, bullying can leave lasting negative impacts on students and even lead to self harm or suicide. It is for these reasons that LCI will take a hard line on students who are found to be systemically mistreating other students.

### ***Defiant Acts***

We understand that students make mistakes, and a lack of judgment/maturity can sometimes get the better of them. However, it is how we conduct ourselves when confronted with our actions that matter most. We believe that staff must treat all students with respect, even in the event of disciplinary action. However, that respect must go both ways. If a student becomes defiant or disrespectful when a staff member is attempting to correct a behaviour, that changes the tone of the conversation entirely; and what may have been a relatively small mistake gets amplified into something much bigger. Defiant or disrespectful acts directed toward staff will not be tolerated and may result in a meeting requested between the student, parents, and the school administration, and could warrant an out of school suspension

### ***Suspensions At LCI***

The administration does not take out-of-school suspensions lightly, and in fact, prefers to keep kids in school as much as possible. LCI prefers to employ the use of in-school-suspensions because they keep the student's education at the forefront of any disciplinary action.

With that said, out-of-school suspensions can serve the purpose of protecting victims, or allowing for a "reset" for students upon their return to school. In an effort to capitalize on those two points, LCI requires parents to join the suspended student upon their re-entry after a suspension so that any new ground rules are clear to all the stake holders involved. All other suspension protocols at LCI follow the [Lethbridge School Division Policy 502.3](#) regarding Suspensions & Expulsions.



### ***Green 2 Gold Character Education***

The staff of LCI are committed to forming kind, caring, empathetic and responsible young men and women. Anything we do at LCI, including discipline is rooted in that cause and reflects our commitment to our Green 2 Gold character education. Our hope is that everything is always a learning experience that helps students grow and become a better version of themselves.





# ATTENDANCE POLICY & PROCEDURES

## Policy

Rationale: The attendance policy at LCI follows those outlined in [Division Policy 501.1](#) regarding student attendance and is based upon the following principles:

1. The teachers at LCI are committed to keeping accurate attendance records within PowerSchool which will allow parents to monitor the attendance of their children live
2. There is a direct correlation between attendance and academic success. Regular attendance is essential to satisfactory progress and academic success
3. Decisions regarding absenteeism should be made in the home by the parent and student based upon an understanding of the natural consequences of such decisions. (the school will provide accurate attendance records, but it will be up to parents to enforce consequences related to truancy)
4. The school will attempt to assist those students and parents where attendance and punctuality are problems by offering advice, but attendance enforcement will largely remain the responsibility of the parents. The administrator for attendance supervision of each grade level is as follows:

**Grade 9 - Gordon Vatcher**

**Grade 10 - Kyle McKenzie**

**Grade 11 - Katrina VanDerMeer**

**Grade 12 - Annette BruisedHead**

## The Education Act

Part 3, section 31 of the [Education Act](#) states that a student shall “attend school regularly and punctually”. Section 7 of the Education Act states, “every person who is younger than 16 years of age, shall attend school”. Notwithstanding that, a student is excused from attending school on a day on which the school is open if:

- the student is unable to attend by reason of sickness or other unavoidable cause,
- the day is recognized as a religious holiday by the religious denomination to which the student belongs,
- the principal of the school has suspended the student from school and the suspension is still in effect, or,
- the student is expelled from a school and has not been given permission to enroll in another school.

## Parent Communication Procedures

1. Parents are asked to use the “Safe Arrival” system to let the school know about student absences BEFORE the day has started. Parents can call Safe Arrival, use the app, or access the website from the LCI homepage to excuse an absence.
2. LCI utilizes an electronic phone system will call the home of each student with unexcused absences from one or more classes. Calls are generally made once toward the end of the day.

### !!! IMPORTANT NOTE !!!

Although LCI wants all students to be in class; we must protect the learning environment for our students and teachers. Therefore, if a student gets to a point where they have a high absenteeism rate *and* their mark has dropped below a point where it can be recovered to a passing grade, the student will be removed from that class. Not passing a class in conjunction with not attending a class will be grounds for removal from that class and the student will be permitted to repeat the course in the following semester.

## Student Lates

Educational research clearly shows that the most important instructional time in any lesson is the first seven minutes. It is for that reason why it is so important for students to be punctual to their classes. Students are expected to be on time for all classes. As with absences, parent(s)/guardian(s) are asked to call the school to report their child being late to class. Teachers will be primarily responsible for dealing with tardiness. Students who are chronically late may be referred to an administrator. Repeated tardiness will be considered an attendance problem and will be dealt with accordingly and could mean time-for-time to be made up by the students, or even a suspension for more severe cases. In short, being late not only affects the learning of the student who is late, but regular disruption also affects the class a whole and must be corrected.



Regular attendance is an important part of LCI's Green to Gold program. Students must take responsibility for their own education. This responsibility starts with ensuring that they are attending all of their classes, all of the time. For students new to high school, they must remember that on a semester system with ½ the number of classes, longer class periods, and increasingly difficult content, being absent from even just one day can have a lasting impact on their success for the rest of the semester.

## School Messenger

School Messenger is an app that parents can add to their phone to get important alerts from the school, as well as log absences for their child. School Messenger is the preferred method of reporting an absence and make attendance tracking much more efficient for the school, as prevents timely phone calls while parents are at work trying to track their child. School messenger is also a way to prompt updates on important school events, district wide messages, or information in an emergency (i.e. school bus accident or school lockdown events). The front office staff of LCI would like to encourage all parents to ensure that they have the School Messenger App on their phone, and they greatly appreciate when parents use the app to report an absence.



## Expectations of Students Not in Class

At LCI, we know there will be students from grades 10 to 12 who will have spares. These are blocks in the timetable where the student is not registered in a course and instead, has spare time. Students on spares have three choices as to where they will spend their spares. **1) Hang out in the Cafeteria** (social setting where students can chat and relax) **2) Work or study in the learning commons** (quiet setting where the learning environment is protected) or **3) Leave campus on their own accord**. Students on spares should not be wandering throughout the building as that detracts from the learning environment and impedes the use of the facilities by students.

In addition to that, parents are allowed to excuse their child from classes for medical appointments, illness, or other related items and we trust our parents to only excuse students when absolutely necessary. Having said that, if a student is excused by a parent, the expectation is that the student is leaving campus immediately. If students are on campus and have a class, they must be in that class. **Parents cannot excuse students from individual classes where that student can remain on campus.**



## FACULTY AND STAFF

The staff of LCI are a collective group of fun, passionate, professional educators who strive to make LCI a desirable place for students to attend, and a dependable place for parents to trust. A detailed list of staff members, along with a short statement about their style and teaching assignment, as well as their contact information can be found on the [LCI website](#) under “About”



## BELL SCHEDULE & OFFICE HOURS

Classes at LCI are divided into two semesters: September to January and February to June. Each school day consists of five periods, with an early dismissal time on Friday afternoons. A detailed bell schedule can be found on the [LCI website](#) or by clicking on this link. Office hours are detailed below:

**SCHOOL OFFICE HOURS:** **Monday – Thursday**  
7:30 a.m. - 3:30 p.m.

**Friday**  
7:30 a.m. - 1:00 p.m.

## ADVISOR PROGRAM

Each student in the school is assigned to a teacher-advisor who is intended to provide specific support services to the student in a manner designed to give all students opportunities for personal contact with, as well as assistance from a designated adult in the school. The teacher advisor at LCI is assigned for the duration of a student’s time at LCI so that they may form a relationship with that teacher, and that teacher will know the student as an individual. When a student graduates from LCI, they will be met by their advisor teacher on the stage and set off to the next chapter in their life with a handshake from the teacher who has known them for all four of their years at LCI.

Students meet with their advisor on a weekly basis on Tuesdays. Each week allows the teacher and their advisees a chance to connect and cover a wide variety of tasks. Tasks that will be completed in advisor include, but are not limited to: course selections, academic programming, attendance checks, school announcements, and character education. ([School Announcements](#) are also posted on the LCI Website)

The major goals of the LCI Advisor Program are to provide each student with:

- at least one adult staff member who knows them as an individual.
- someone to turn to when a problem arises.
- someone who will assist them in developing short – and long-range-plans concerning their educational futures and careers.
- someone who will encourage their participation in school activities.
- someone who will be able to assist in the school/home communication process.



# STUDENT REGISTRATION

## New Student School & Course Registration

If need be, students new to the school will be provided assistance in registration by the front office staff of LCI. Administrative approval for school registration is required for all students **new to the division or applying from out of bounds** who wish to register at LCI. The registration process is completed in two steps online.

**Step 1** – Visit the Lethbridge School Division website and follow the links under “Parents” and then “Register” and then “New Student Registration”

<https://www.lethsd.ab.ca/parents/register/new-student-registration>

**A birth certificate with parent names (or proof of guardianship), as well as proof of address in the form of a drivers licence should be provided at this stage of the registration application. Failure to attach these documents will result in your application being delayed or denied.**

**Your online registration application will go to LCI admin for approval. Once approved, you will be emailed the second step to complete your registration. If, for some reason, your registration is NOT approved, an administrator from LCI will get in touch with you to explain why.**

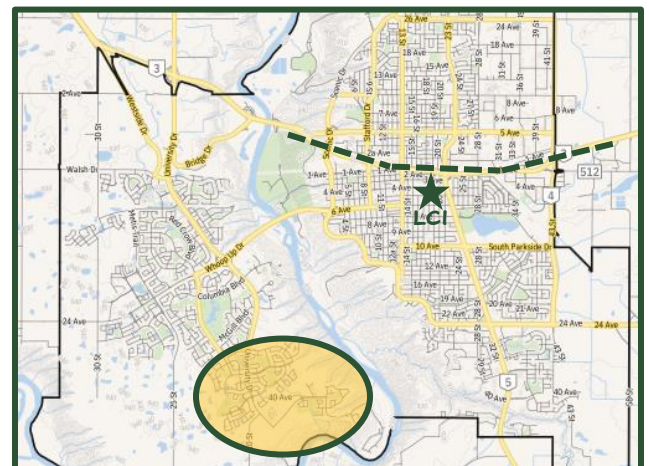
**Step 2** – Once registration has been approved, you will be sent an email confirming your registration, as well as asking for all the in-depth information needed for a complete registration package. An intake meeting will be arranged by an administrator from LCI where the courses and timetable will be set of the new student.

After registration, please report any change in name, address, telephone, guardianship, or any other change in student status to the general office that may occur over the course of the school year. An updated online registration is needed for each student and will be sent to parents toward the end of the school year.

Outside of the first two weeks of each semester, changes in educational programs, such as adding courses, dropping courses, and transferring courses; will be made by the administration for special circumstances and only after students have consulted with their parents. **An administrator may want to discuss course additions or deletions if they feel the path to graduation is in jeopardy for that student.**

## Out of Bounds Applications

Students wishing to transfer to LCI from another Lethbridge School Division High School (i.e. Chinook, Winston Churchill, Victoria Park, or Immanuel Christian) who live outside of LCI’s boundaries, should start their application with a phone call to the school. An LCI administrator will be able to tell you if the school is accepting out-of-bounds applications at that time. LCI may or may not be able to accept your application depending on the student population in the grade level you are requesting. The administration must look at the student enrollment and class sizes to ensure that there is room *before* accepting out-of-bounds applications.



LCI’s boundaries cover from highway 3 as indicated by the dotted line, south to the end of the city, as well as the Westside neighborhoods of Riverstone, Sunridge, and the Canyons as indicated by the yellow oval

## Renewing Student School & Course Registration

As spring approaches, LCI starts to look forward to the new school year in many ways. We start examining student population growth, teacher placements and teaching assignments, and building a timetable that allows students to get the courses that they need. To do this properly, we need our current students, along with students coming from our feeder schools to register in a timely manner.

LCI will distribute a flyer similar to the one below to all students & parents (current LCI families, as well as families from our feeder schools) outlining all of the important dates regarding spring registration and course selection. It is vitally important that parents update their registration form each and every year as this is an Alberta Education requirement to maintaining enrollment in school.

### Important 2024/2025 Registration Info

Although there is still plenty of school year left, LCI is lining up important dates regarding registration for the 2024/2025 school year. The dates for registration listed below pertain to existing grade 8 students at GPMS and SJF, as well as current LCI students needs to register for next year. A separate parent notification will come out reiterating all of the important dates below.

#### !!!! IMPORTANT DISTINCTION IN THE REGISTRATION PROCESS !!!!

**Online Parent Registration Link** – This refers to the online forms that parents must complete through Laserfiche. Alberta Education requires a new updated registration form for every student in the province. This requirement can be fulfilled by clicking on the link between the designated dates and updating the form for each of you children

**Student PowerSchool Course Requests** – This refers to the process where students log into their **STUDENT POWERSCHOOL ACCOUNTS** and then select the classes they hope to take next year. Students should make sure they can log into their PowerSchool accounts **BEFORE** May 7<sup>th</sup> so they are ready to make selections when the time comes

### Registration & Course Request Dates for Current Grade 8 Students at SJF and GPMS:

#### Online Parent Registration Dates

- Parent Registration links will be emailed to all Grade 8 parents - Friday, March 22<sup>nd</sup>
- Parent Registration online forms must be completed and are due by - Friday, April 12<sup>th</sup>
- Mr. Vatcher visits SJF to present to Grade 8 Students - Thursday April 18<sup>th</sup> at 9:00 am
- Mr. Vatcher visits GPMS to present to Grade 8 Students - Friday, April 19<sup>th</sup> at 9:45 am
- Grade 9 Parent Information Night for LCI - Monday, April 22<sup>nd</sup> at 7:00 pm
- Grade 9 Parent Information Night for WCHS - Tuesday, April 23<sup>rd</sup> at 7:00 pm
- Grade 9 Parent Information Night for Chinook - Wednesday, April 24<sup>th</sup> at 7:00 pm

#### Student PowerSchool Course Requests Dates

- PowerSchool Course Requests Opens to Grade 8 students on - Tuesday, May 7<sup>th</sup> at 10:00 am
- PowerSchool Course Requests Closes to Grade 8 students on - Friday, May 17<sup>th</sup> at Noon

### Registration & Course Request Dates for Current 9 to 12 LCI Students

#### Online Parent Registration Dates

- Parent Registration links will be emailed to all current LCI parents - Tuesday, March 19<sup>th</sup>
- Parent Registration online forms must be completed and are due by - Friday, April 12<sup>th</sup>
- Grade 10 and New Student Information Night for LCI - Tuesday, April 30<sup>th</sup> at 7:00 pm
- Mr. McKenzie presents to current grade 9 students - Monday, May 6<sup>th</sup> in PE/Health classes

#### Student PowerSchool Course Requests Date

- Advisor Class PowerSchool Course Selection Refresher - Tuesday, May 7<sup>th</sup>
- PowerSchool Course Selection Opens to Students - Tuesday, May 7<sup>th</sup> at 10:00 am
- PowerSchool Course Selection Closes to Student - Friday, May 17<sup>th</sup> at Noon



# ALBERTA HIGH SCHOOL GRADUATION REQUIREMENTS

Below is list of the courses that must be completed to the Alberta High School graduation requirements. Students should be checking in with their advisor and/or grade level administrator to ensure that they are on track to fulfill all their course requirements.

**Please Note** - The requirements indicated in this chart are the minimum requirements for a student to attain an Alberta High School Diploma. The requirements for entry in post-secondary institutions and workplaces may require additional and/or specific courses:

Student must earn a minimum of  
**100 Credits** – with must included the following

## Core Courses

**English Language Arts course at the 30 level** (either 30-1 or 30-2)

**Social Studies course at the 30 level** (either 30-1 or 30-2)

**Mathematics course at the 20 level** (either 20-1 or 20-2 or 20-3)

**Science Course at the 20 level** (either Bio 20, Chem 20, Physics 20, or Science 24)

**Physical Education 10** (minimum of 3 credits)  
& **Career and Life Management 20** (CALM)

## As well As..

## Option Courses

Students must earn **10 credits** in any combination from the following:

- Career & Technology Studies (i.e. Automotives, Woodshop, Computer Science)
- Fine Arts Courses (i.e. band, drama, choir, dance)
- Second Languages (i.e. French Language Arts, Japanese)
- Physical Education 20 or 30
- Registered Apprenticeship Program Courses (RAP)

In addition to earning 10 credits in option classes, it is required for students to earn at least **10 Credits** at the 30 level in those options  
(that must be IN ADDTION TO the 30 level English and 30 level Social Studies Courses as specified above)



# CORE ACADEMIC PROGRAMMING

LCI prides itself on the high level of academic expectations it maintains. The faculty at LCI want to ensure that students not only graduate from high school, but are also prepared for the next level in their academic goals at the post-secondary level. Below is a break down for the academic pathways that students can take in their core courses at LCI.

## Credit System

As stated above, high school subjects (grades 10-12) have a credit value based upon the number of hours of instruction provided for each subject. Credits can only be granted once for any course. Students must obtain 100 credits within other criteria to be eligible to graduate with an Alberta High School Diploma.

## Course Numbering System

Grade 9 courses are assigned number 9 and are all non-credit offerings.

Grade 10 level courses are assigned numbers between 10 and 15; e.g., English 10, LDC 15.

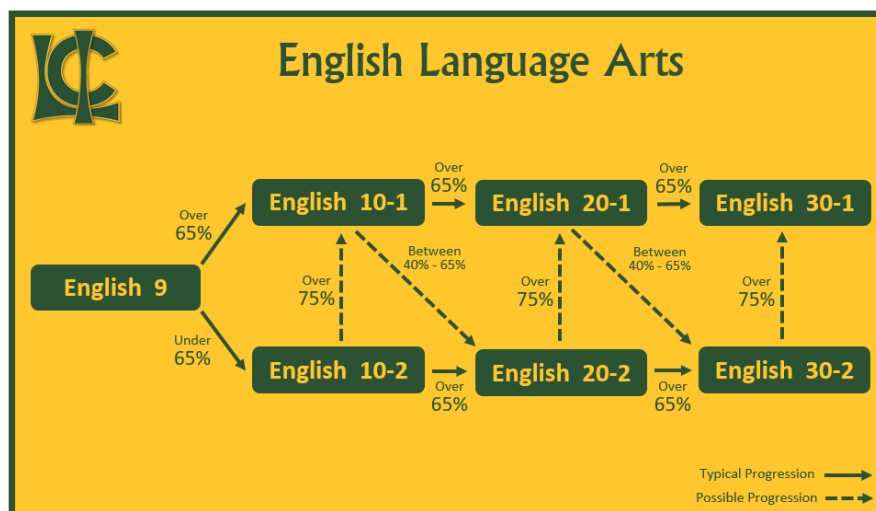
Grade 11 level courses are assigned numbers between 20 and 25; e.g., Social 20, Science 24

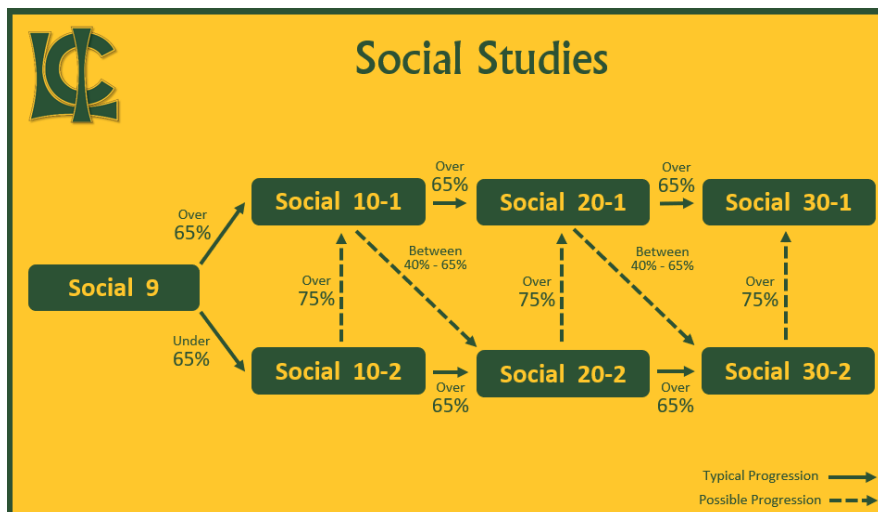
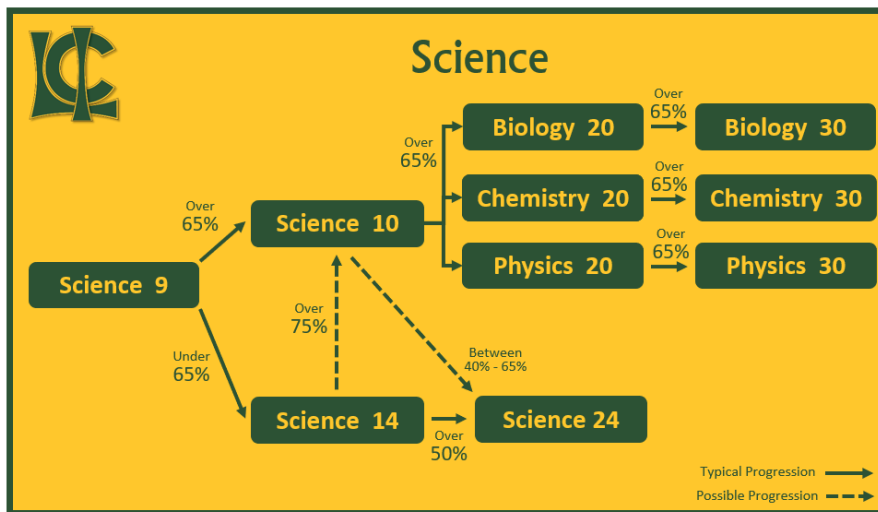
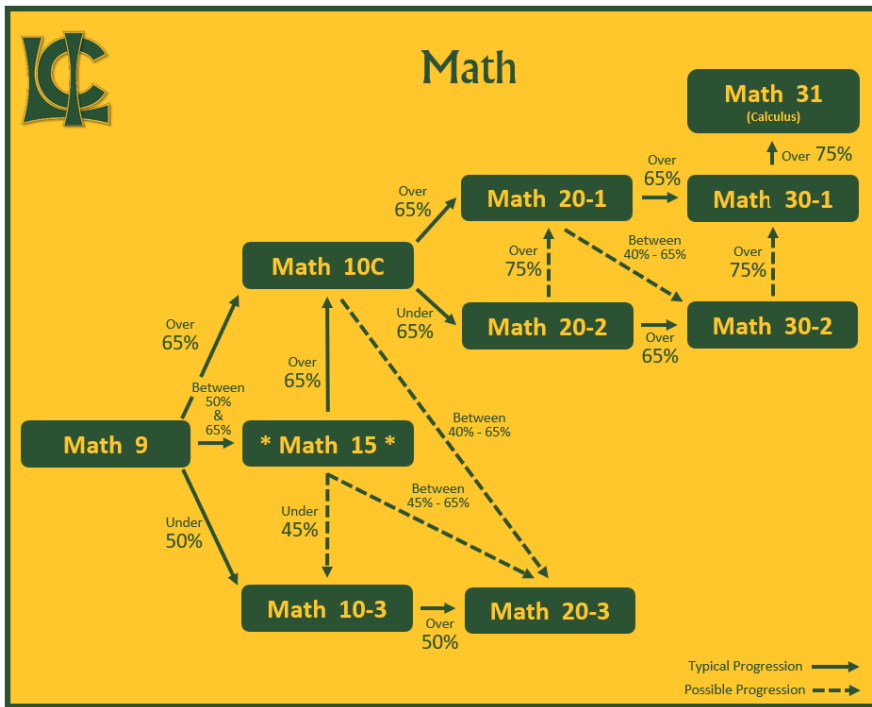
Grade 12 level courses are assigned numbers between 30 and 35; e.g., English 30, Work Experience 35

## Course Credit Requirements and Prerequisites

In order to receive credit in all courses, a student must obtain a final mark of at least fifty (50%) percent.

Many high school courses are sequential; e.g., Social Studies 10-1, 20-1, 30-1 and one is usually taken at each grade level. In the case of sequential courses, successful completion of a course at one level is a prerequisite for entry into the course at the next level. A mark of a least 50% must be obtained in order to proceed to the next course in a sequence (this is an Alberta Education standard). However, LCI has a policy where we recommend an average of no less than 65% to proceed to the next level. A mark of 65% would be the minimum indicator that a student is ready to advance to the next academic level. Further details concerning core course mapping can found below,





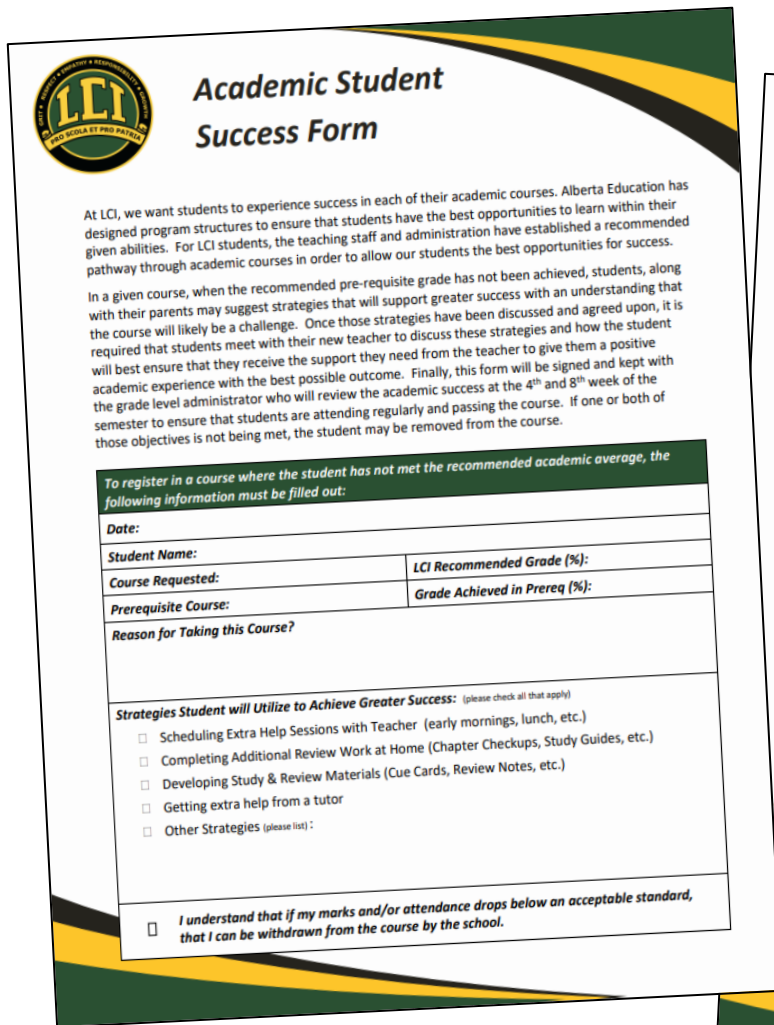
More details can be found on the on the LCI webpage by clicking on the link in the top menu bar titled **“Programs”** <https://lci.lethsd.ab.ca/programs>





# Academic Student Success Form

The teachers of LCI will conduct prerequisite checks on each of their incoming students before each semester commences. They will check to ensure that each student has successfully completed the prerequisite course and that their achieved mark meets recommendations (usually set at 65% or higher in the prerequisite course). **Should a student not have the proper prerequisite, they will automatically be dropped from their current course and enrolled in the correct prerequisite.** Should a student have passed the prerequisite, but not have achieved the recommended 65% minimum course mark, that student will be removed from the course and asked to complete a "Success in School" form before being reenrolled. This option will be allowed at the administrator's discretion. The success in school form is to ensure that parents are aware the student is taking a course against recommendations, and to encourage the student to plan and readjust their study skills in order to be successful in the course. Success in School forms are meant to encourage students to increase their work ethic, inform parents of their goals, and give teachers a proactive approach to working with the student. These forms can be picked up from their grade level administrator and should be returned to them in person, so that a conversation can be had with the student before enrolling them in the course.



**LCI**  
LACERIA CHRISTIAN INDEPENDENT SCHOOLS  
PRO SCHOLA ET PRO PATRIA

## Academic Student Success Form

At LCI, we want students to experience success in each of their academic courses. Alberta Education has designed program structures to ensure that students have the best opportunities to learn within their given abilities. For LCI students, the teaching staff and administration have established a recommended pathway through academic courses in order to allow our students the best opportunities for success.

In a given course, when the recommended pre-requisite grade has not been achieved, students, along with their parents may suggest strategies that will support greater success with an understanding that the course will likely be a challenge. Once those strategies have been discussed and agreed upon, it is required that students meet with their new teacher to discuss these strategies and how the student will best ensure that they receive the support they need from the teacher to give them a positive academic experience with the best possible outcome. Finally, this form will be signed and kept with the grade level administrator who will review the academic success at the 4<sup>th</sup> and 8<sup>th</sup> week of the semester to ensure that students are attending regularly and passing the course. If one or both of those objectives is not being met, the student may be removed from the course.

**To register in a course where the student has not met the recommended academic average, the following information must be filled out:**

Date: \_\_\_\_\_

Student Name: \_\_\_\_\_

Course Requested: \_\_\_\_\_ LCI Recommended Grade (%): \_\_\_\_\_

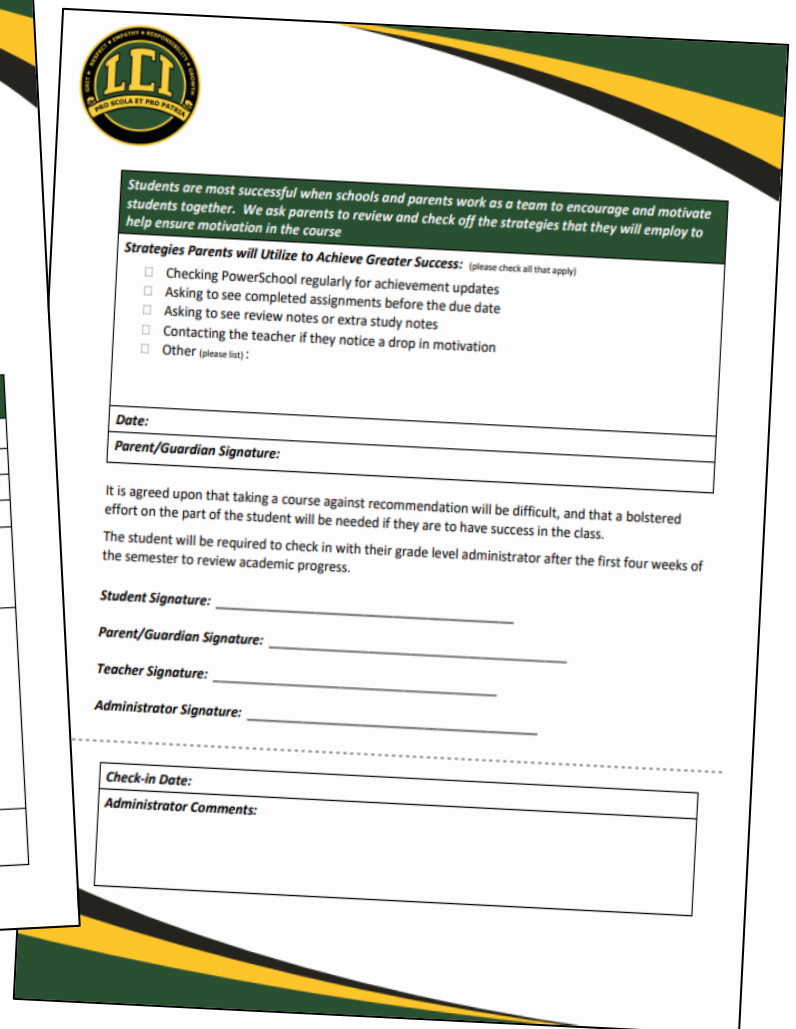
Prerequisite Course: \_\_\_\_\_ Grade Achieved in Prereq (%): \_\_\_\_\_

Reason for Taking this Course?  
 \_\_\_\_\_  
 \_\_\_\_\_

**Strategies Student will Utilize to Achieve Greater Success:** (please check all that apply)

- Scheduling Extra Help Sessions with Teacher (early mornings, lunch, etc.)
- Completing Additional Review Work at Home (Chapter Checkups, Study Guides, etc.)
- Developing Study & Review Materials (Cue Cards, Review Notes, etc.)
- Getting extra help from a tutor
- Other Strategies (please list): \_\_\_\_\_

I understand that if my marks and/or attendance drops below an acceptable standard, that I can be withdrawn from the course by the school.



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**Students are most successful when schools and parents work as a team to encourage and motivate students together. We ask parents to review and check off the strategies that they will employ to help ensure motivation in the course**

**Strategies Parents will Utilize to Achieve Greater Success:** (please check all that apply)

- Checking PowerSchool regularly for achievement updates
- Asking to see completed assignments before the due date
- Asking to see review notes or extra study notes
- Contacting the teacher if they notice a drop in motivation
- Other (please list): \_\_\_\_\_

Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

It is agreed upon that taking a course against recommendation will be difficult, and that a bolstered effort on the part of the student will be needed if they are to have success in the class. The student will be required to check in with their grade level administrator after the first four weeks of the semester to review academic progress.

Student Signature: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_

Administrator Signature: \_\_\_\_\_

---

Check-in Date: \_\_\_\_\_

Administrator Comments:  
 \_\_\_\_\_  
 \_\_\_\_\_



# CREDIT LOAD & ACCELERATED PROGRAMING

## Expected Credit Load

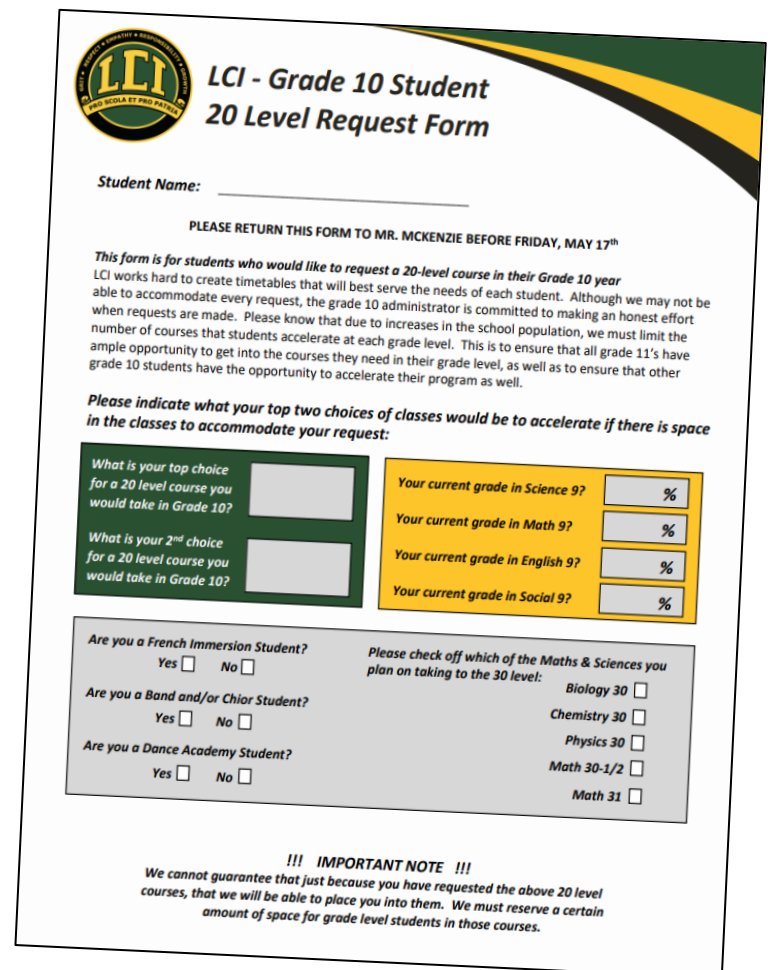
As posted in our [bell schedule](#) on the LCI website, LCI utilizes a 5-block timetable. This allows students to take up to 10 different courses in any given school year. Generally, each course allows students to gain five credits, meaning that in any one school year, a student can accumulate 50 credits. A “**SPARE**” is an instructional block where the student does not have an assigned class, and instead, the student can choose to use that time as they see fit. The following guidelines are designed to help students maintain a healthy credit count as they work their way through high school:

- **Grade 9** – Students are not in credit courses and will have a full course load (no spares)
- **Grade 10** – Students should complete the year with a minimum of 40 credits (this can allow for one spare in each semester)
- **Grade 11** – Should complete the year with a minimum of 80 credits (this may allow for spares in each semester)
- **Grade 12** – Should complete the year with a minimum of 100 credits as that is the minimum required for graduation by Alberta Education

## Accelerated Programing

In general, a 5 vs 4 block timetable allows for greater flexibility when it comes to choosing classes and getting the courses that you want. Having said that, due to population size, the administration must limit how many students are taking high school course above their grade level (i.e. Grade 10 students taking 20 level courses). This limitation must be made to ensure that students in that grade level are ensured their seat in a course first, before out-of-grade level students start filling seats. Therefore, at the time of course selection for the following school year, Grade 10 students will **not** be able request 20 level courses, nor will Grade 11 students be able to request 30 level courses. Instead, students can fill out a request form and submit it to their grade level administrator (grade level admin for the following semester).

In addition to that restriction, students are not allowed to take more than one course above their grade level. There are special exemptions to this rule, but a need must be presented to the grade level administrator before a additional courses are added to the student’s timetable.



The form is titled "LCI - Grade 10 Student 20 Level Request Form" and includes the LCI logo. It asks for the student's name and a return deadline of Friday, May 17th. It contains a detailed explanation of the request process and a section for course selection. The selection section includes checkboxes for French Immersion, Band/Choir, and Dance Academy students, and a list of 30-level courses (Biology 30, Chemistry 30, Physics 30, Math 30-1/2, Math 31) to be checked off. An important note at the bottom states that space is not guaranteed.

**LCI - Grade 10 Student 20 Level Request Form**

Student Name: \_\_\_\_\_

PLEASE RETURN THIS FORM TO MR. MCKENZIE BEFORE FRIDAY, MAY 17<sup>th</sup>

*This form is for students who would like to request a 20-level course in their Grade 10 year. LCI works hard to create timetables that will best serve the needs of each student. Although we may not be able to accommodate every request, the grade 10 administrator is committed to making an honest effort when requests are made. Please know that due to increases in the school population, we must limit the number of courses that students accelerate at each grade level. This is to ensure that all grade 11's have ample opportunity to get into the courses they need in their grade level, as well as to ensure that other grade 10 students have the opportunity to accelerate their program as well.*

**Please indicate what your top two choices of classes would be to accelerate if there is space in the classes to accommodate your request:**

What is your top choice for a 20 level course you would take in Grade 10?	<input type="text"/>
What is your 2 <sup>nd</sup> choice for a 20 level course you would take in Grade 10?	<input type="text"/>
Your current grade in Science 9?	<input type="text"/> %
Your current grade in Math 9?	<input type="text"/> %
Your current grade in English 9?	<input type="text"/> %
Your current grade in Social 9?	<input type="text"/> %

Are you a French Immersion Student?	Yes <input type="checkbox"/> No <input type="checkbox"/>	Please check off which of the Maths & Sciences you plan on taking to the 30 level:	
Are you a Band and/or Choir Student?	Yes <input type="checkbox"/> No <input type="checkbox"/>		
Are you a Dance Academy Student?	Yes <input type="checkbox"/> No <input type="checkbox"/>		
			Biology 30 <input type="checkbox"/>
			Chemistry 30 <input type="checkbox"/>
		Physics 30 <input type="checkbox"/>	
		Math 30-1/2 <input type="checkbox"/>	
		Math 31 <input type="checkbox"/>	

**!!! IMPORTANT NOTE !!!**  
*We cannot guarantee that just because you have requested the above 20 level courses, that we will be able to place you into them. We must reserve a certain amount of space for grade level students in those courses.*



## FINAL EXAM PROTOCOLS

LCI administers both Grade 9 Provincial Achievement Tests, as well as 30-level Diploma Exams. In each of these cases, the government issued exams occur on a set date and time determined by Alberta Education. In alignment with [Lethbridge School Division Policy 609.1](#), Section 2, Assessment of Student Achievement; LCI also conducts comprehensive final exams in each of the core subjects at the 10 and 20 levels. These final exams follow similar regulations as Diploma Examinations and Provincial Tests.

At LCI, our final exam dates are set to coincide with the provincial examination dates at the end of each semester. LCI sets specific examination dates one full calendar month prior to the exam break. The examination schedule is contingent on student enrollment, number of students who need to access exam accommodations, facility space, and staffing. Those variables are fluid throughout the semester, which is why LCI will strive to have examination dates set at the 10 and 20 levels one full calendar month prior to the first exam break day. **Any schedule conflicts that students have regarding their final exams need to be addressed directly with their grade level admin as soon as the final exam schedule has been released. With that said, we ask families to keep exam dates open for the following reasons:**

- Test security** - All students write the same exam on the same date to ensure fair and equitable administration of the final exam and to maintain test security
- Test Fairness** - All students write the test at the same time ensure that no one student has an unfair advantage, or disadvantage on the exam
- Limited Space** - To properly conduct final examinations, large amounts of space are required, including space for those students who require special accommodations. LCI has limited space which is often stretched to maximum capacity during the final examination dates
- Supervision** - To properly proctor all exams, a large number of staff are required. Staff are utilized for not only exam supervision, but also to help provide special accommodation (i.e. reader or scribe)

**Failure to Write a Diploma Exam** – a student **CANNOT** be given credit for a 30-level course until they write the mandatory diploma exam. Alberta Education will register a mark of “Incomplete” for any student who misses the diploma exam, regardless of how high their school-based mark is. That student will then have to register and pay a fee to write the diploma exam at a subsequent exam sitting

**Failure to Write a Grade 9 PAT** – Provincial Achievement Tests must be mailed back to Alberta Education at assigned times limiting our flexibility for rescheduling. Parents must speak to the grade 9 administrator to see if rescheduling is an option.

**Failure to Write a 10/20 Level Exam** – If a student fails to write a 10 or 20 level final exam, the exam mark will be entered as an “Incomplete” which represents a zero in PowerSchool and their final grade will reflect the missed exam. However, the school will offer an alternative exam date for the student to write the exam and replace that mark of zero. The alternative writing dates can be expected to be on the Thursday/Friday prior to the Reading Break in February (for semester 1), and on the last two days of the school year for students in June (for semester 2)

## ***Special Accommodations***

Please note that students requesting special accommodations for final exams must already be using said accommodation in that particular course throughout the semester. This needs to be clearly identified in an Individual Student Plan (ISP) that is shared between teachers and parents. Please see more information under “Individual Student Plans” within this Handbook.

## ***INDIVIDUAL STUDENT PROGRAMS (ISP'S)***

LCI employs a teacher who is fully dedicated as a Learning Support Teacher (LST). Their roll is to work with teachers to help formulate a customized, Individual Support Plan (ISP) which in turn will provide specific learning accommodations to those students that need them. ISP's are used to help guide a teacher when planning their lessons for students with unique learning needs, it also allows for flexibility in assessing students given their unique and specialized learning styles. When students require specific accommodations for tests and quizzes, the classroom teacher will make those arrangements with the LST, so that the student receives the appropriate supports for the assessment.

**It is important to note that according to Alberta Education rules around PAT and Diploma Exams, only students who have prior approval from Alberta Education will be allowed to access accommodations for those exams. LCI will make said applications for accommodations only when an ISP in place AND the student has been those utilizing specific accommodations through out the semester.**

Often, at the high school level, students who require ISP's will already have them in place from their previous schools. This means that the lines of communication to help support a t students will automatically be open. However, it is not uncommon for new or different learning challenges to present themselves as students progress into high school. In cases where students are experiencing changing experiences with their learning, we ask that students and parents communicate those challenges with their teacher. That is the best starting point for that conversation. From there, LCI administration, along with our Learning Support Teacher, will often be pulled into the conversation. Sometimes that may simply mean applying some basic, universal supports to aid in learning. It could also mean starting an ISP for the student with more targeted classroom supports. In other situations, it could possibly lead to further academic or cognitive assessment and analysis to help determine how a student learns best (their strengths), as well as what areas might be difficult for them (their weaknesses). In any event, we want to work as partners with students and parents to maximize the success of each LCI student.

**As stated above, if students require targeted supports and/or accommodations to their learning, then they will likely have an Individual Support Plan (ISP). The creation and editing of an ISP is over seen by our Learning Support Teacher (LST) who keeps track of students with an ISP in PowerSchool. If you see “ISP” show up as a course that your child is enrolled in, that is just our way of keeping track of the students who have ISP's**

**ISP Students**  
LCIIPP.1  
Fuller, David  
Room:

## EXTRA CURRICULAR PROGRAMMING

In addition to providing strong and rigorous academic programming, LCI also offers a broad co-curricular program. Co-curricular activities are those that occur outside of the classroom. They include additional opportunities in music and drama, as well as numerous athletic, social, and other recreational activities. The co-curricular programming at LCI has been developed as an extension of the curricular program. Participation in co-curricular activities can provide students with the opportunity to perfect skills learned in the classroom. It can also serve to further develop strong character through developing skills such as cooperation, mutual respect, self-control, and sportsmanship.

All students are strongly encouraged to **GET INVOLVED!!** Most co-curricular activities are available to all students. Some require that students audition or tryout, but all students will be given a fair chance to qualify. Activities will be advertised by way of public address announcements, bulletins, and posters. Students interested in any aspect of the co-curricular program shall contact the appropriate teacher-sponsor or the school office.

### ***Athletics***

LCI prides itself on having a robust and competitive athletics program. The school is proud to offer students the opportunity to participate on over 25 teams that span over 12 different sports. Further details regarding the LCI athletics program in addition to a [detailed calendar of athletic events](#) can be found in the [LCI Athletics Handbook](#).



### ***Fine Arts***

The Fine Arts Program at LCI offers students the opportunity to develop and explore personal expressions and skills. Our program includes Art, Instrumental Music, Drama, Dance and Choir. Students involved in the Arts have the opportunity to develop personal skills and growth to last a lifetime. Skills such as self-discipline, concentration, abstract and critical thinking are universal and can be applied to any career choice. For further information about each of our Arts programs, please visit the [LCI Website](#)



## SCHOOL FEES

School Fees Play an important role in funding the wide variety of programs offered here at LCI. School fees are attached to each student for the year by our Finance Manager and are based on the different courses that each student chooses to take. Different courses will have different course fees depending on the costs related to run each course. (i.e. Wood Shop or Foods Courses would have hire fees than Drama or Leadership because of the consumable materials that are used). School fees will be posted to each student by the end of September. It is asked that parents pay school fees within the next 30 days following that. Should parents need to make arrangements to put a payment plan in place, they can contact the Finances Manager at LCI. All payments, including school fees need to be paid through “School Cash Online”. This is an online service where parents can create their own account and attach multiple children to said account, even if they attend different schools. Having a parent account with School Cash Online is pivotal at all school across the Lethbridge School Division. You can find a link to School Cash Online on the LCI website, or by click on the following link: <https://lethbridge.schoolcashionline.com/>

A promotional banner for SchoolCash Online. The background is light green with faint educational icons like a heart, stars, a briefcase, and the words 'Learn', 'A+', 'Read', and '1+1=2'. On the right, there is a black school backpack filled with books, a calculator, pencils, and a red water bottle. On the left, there is a pair of orange sneakers. The text reads: 'Paying for school items just got easier! Sign up to get started today.' Below this is a dark grey box with the heading 'What is SchoolCash Online?' and the text 'SchoolCash Online is an easy to use and safe way to pay for your children's school fees.' with a 'Learn more' link. At the bottom are two dark blue buttons: 'Register' and 'Sign In'.

LCI sets its school fees in accordance with [Division Policy 802.2](#) and [Division Procedure 802.2](#). General school fees apply to all students and are set to cover items like textbooks, locker rentals, and general consumables used in the classroom. Option classes and other Athletic/Fine Arts fees are itemized to recoup the additional costs needed to run those specialized programs.

### *School Fees Schedule*



# ACCESS TO TECHNOLOGY

LCI has several different computer labs, as well as student workstations in many classes and the learning commons. Student are encouraged to access technology whenever it will enhance their learning opportunities. Moreover, each Lethbridge School Division student is given a “lethsd” email account, a computer login account, and access to up to 5 free downloads of Microsoft 365. That equips student with the opportunity to utilize the most up-to-date technology with he most up-to-date software.


Please note that students must comply with the [Responsible Use Policy 607.4](#) as outline by the school division when ever they are accessing school technology. **Students are not allowed to use school computers for any form of gaming, cyber bullying, or other no-educational related activities.**

In addition to utilizing school technology, LCI also recognizes that most students these days will bring their own devices to school in the form of cell phones, smart watches and air pods. In the summer of 2024, the Alberta Government released a ministerial order calling for a province wide cell phone ban in classrooms. LCI has drafted it’s own Digital Device Rules in accordance with [Lethbridge School Division Procedure 607.4.2](#) – Personal Mobile Devices and Social Media Use in Schools.

**LETHBRIDGE COLLEGIATE INSTITUTE**

## Digital Device Guidelines

Our digital device guidelines are rooted in what is best for the academic, social, emotional, and physical needs of students.



### Why Does This Exist?

To support student learning, wellbeing, and engagement at LCI.

Based on observation, research, and input from teacher, students, and parents, LCI believes that cell phone use is having a negative impact on student learning, their mental health, classroom engagement, and social-emotional development.

We want to support the student of LCI in understanding how cell phones and other personal digital devices impact their learning and wellbeing. As well, we want to model for our students how to use cell phones and devices in an appropriate and healthy way.

### Personal Device Guidelines

#### What Is a Personal Device

- Any digital device that has internet access, texting, music, gaming, or streaming capabilities. This includes items such as, but not limited to: Cell Phones, iPads, Tablets, Gaming Systems, Meta Glasses, Smart Watches, AirPods, or Headphones

#### Personal Device Guidelines for Students

**PERSONAL DEVICES ARE NOT ALLOWED ON YOUR PERSON IN LEARNING SPACES OR CLASSROOMS**

This means that when you are in a class, your devices must be stored:


- In your Backpack
- In your Locker
- In a Space Provided by the Teacher

- Devices that are brought to school and stored in the above ways should be turned off or left on silent mode during any instructional time
- No personal devices use is permitted for any use in washrooms or changerooms
- Students are welcome to access their devices during breaks, lunch time, or spares, but they are also encouraged to foster positive in-person interactions and to make positive choices regarding the use of their device
- Exceptions will be made for medical purposes (i.e. monitoring devices). This will be supported and documented in a student's ISP

### Questions You Might Have

<i>How can I reach my child if I need to contact them in an emergency?</i>	In the event of an emergency, you can always contact your child through the office at 403-328-9606. Every classroom has a telephone. The office can call the classroom to connect with them.
<i>What will happen if a student is struggling with the new guidelines and practices?</i>	<ol style="list-style-type: none"><li><b>Verbal reminder</b> - Teachers will ask students to place their device in their bag, locker, or in the classroom storage</li><li><b>Contact with home</b> - Teachers will also reach out to parents to work together to help educate students about personal device use</li><li><b>Involve administration</b> - Teachers will connect with Administrators for support if a student continues to not follow guidelines and procedures</li></ol>
<i>What can parents and guardians do to support students in implementing the new guidelines?</i>	We believe these guidelines will only help the growth of your child. Parents can support by reviewing the guidelines with their child. Parents and Guardians can avoid texting and messaging during instructional times. Student have scheduled breaks. Please help support your student by waiting for scheduled breaks in the day. (11:50-12:20pm on M-Th or 10:35am - 10:50am on Fri)
<i>What can we do at home to support our student with appropriate device use?</i>	Consider implementing device free times at home. Have open conversations about safe use of social media, apps, and communication. Utilize built-in tools in the settings of your device to support your student with managing screen time, app usage, and content consumption
<i>How do these guidelines apply to school staff?</i>	Staff are committed to modelling guidelines to encourage greater engagement and connection. Staff will be open and honest with students use of personal devices as it relates to the professional responsibilities of their job (i.e. safety, communication, administrative responsibilities)

**TOGETHER WE WILL SUPPORT THE GROWTH OF OUR STUDENTS**





## WELLNESS & MENTAL HEALTH SUPPORTS

LCI provides mental health and wellness supports through its wellness team. The wellness team is formed based on a district wide model which currently provides one Teacher Counsellor, two Family School Liaison Counsellors, and one Indigenous Grad Coach. The purpose of the Wellness team at LCI is to provide a safe place for students and parents to get connected with outside agencies that can help assist them with whatever supports they need. The Wellness team is here to help guide students to finding proper solutions, as well as to look out for their wellbeing and seek assistance if need be.

The Wellness team of LCI is **NOT** here to provide therapy or psychiatric diagnoses. However, they will work with parents to connect them to those professionals, and with parent permission, they can coordinate interventions suggested by an outside therapist.

Students primarily access the wellness team via TEAMS messages. Students can message a counsellor, and they will get back to them at their earliest convenience. This ensures that someone is there to greet them when they do come down to meet. Students are best served by requesting appointments either during their spares, or at breaks. The wellness team will avoid booking appointments with students during their classes as that sometimes only compounds the issues the students are seeking advice from in the first place.

**How to Book an Appointment with a Wellness Counsellor?**

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PRO SCOLA ET PRO PATRIBUS

**Robin Mackenzie**  
Teacher Counsellor  
"You are not alone... someone somewhere is as weird as you"

**Jean Pantherhose**  
Indigenous Grad Coach  
"We can't change yesterday, but we can change tomorrow"

**Jill Hannigan**  
Family School Liaison Counsellor  
"Why did I decide to go to counselling... to find myself?"

**Kala Beers**  
Family School Liaison Counsellor  
"In a world where you can be anything... be kind"

Please message us on TEAMS to book an appointment. This helps ensure that we are free when you are. Drop-ins may not work because we might be busy with another student.

Try to book your appointments when you have a spare. We check PowerSchool and may not take a requested appointment if it overlaps with one of your classes.  
**!!! BOOK TIME DURING SPARES !!!**

## LOCKER POLICY

Students will be issued a locker and combination lock which they will have for the duration of their enrollment at LCI (i.e. all 4 years). **Under no circumstances should students change lockers without the approval of the office. Additionally, it is strongly encouraged that students do not share locker information with other students as this could compromise the security of that locker.** Students should be aware of the following points as they relate to the use of school lockers:

- The school cannot accept responsibility for articles stolen from lockers
- The school maintains ownership of the locker and reserves the right to search student lockers in special situations such as suspicion of rule violations and concerns for student health and safety
- Lockers should be completely emptied by the student at the end of the school year. Students whose lockers are excessively marked up or damaged will have the costs of repair billed back to them





## LOCKDOWNS & FIRE DRILLS

LCI participates in lockdown and fire drills as per [Division Policy 700.7 – Emergency Response Planning](#) to ensure the safety of its students in the event of an emergency. So much of the human condition is to react to traumatic events based on muscle memory. This is why LCI insists on practicing Fire Drills and Lockdowns throughout the year, so that its student can fall back on that muscle memory during times heightened anxiety.

## TEXTBOOKS & SCHOOL SUPPLIES

LCI will have textbooks available for students to loan out from the library. Students are responsible for the proper care of the textbook, and it must be returned at the end of the semester in reasonable condition. Textbooks carry quite a cost and can range from \$80 up to \$300. Therefore, it is very important that students return all of their textbooks to the library after their final exam in that subject. Student WILL NOT be given their textbooks for the following semester until they have either returned all of their previous semester's textbooks, or they have paid for the replacement of that textbook. Replacement cost will always be "new book cost" because that is what the school must pay to replace the book.

Most other school supplies need by students are fairly basic and will be their responsibility to provide. Items such as binders, paper, pens, and pencils will all fall under the student's responsibility to provide. Calculators are another school supply that students are expected to provide for themselves. Students planning on taking Math 20-1, Math 30-1, Math 31, or Physics 30 will likely want to utilize a Graphing Calculator. The standard calculator used by Math teachers is the TI-84. Because of the high cost, students wishing to utilize a graphing calculator will be responsible for purchasing it themselves.



## CAFETERIA

LCI has a beautiful cafeteria space that is open to students throughout the day.

**Monday to Thursday: 7:30 to 2:15**

**Friday: 7:30 to Noon**

The cafeteria is privately operated by an independent third party. LCI does not control the menu items or price points, nor do we facilitate lunch cards or funding options. The cafeteria is a cash-and-carry operation that also takes debit as a payment option.

## DRESS CODE

Students should dress in a manner appropriate for school. Clothing that displays unacceptable language or images will be considered inappropriate for a school setting. Through the Education Act, school personnel are given the authority to determine the acceptability of student dress. Students with unacceptable dress will be asked to either:

- 1) Change their clothing**
- 2) Acceptably alter their clothing**
- 3) Be sent home**



# SCHOOL COUNCIL

As per [Lethbridge School Division Policy 1002.4](#), the LCI School Council consists of all parents of LCI students, the school Principal, a teacher representative, a student representative and a community representative all working together to promote the well-being and effectiveness of the entire school community and thereby enhancing student learning. School Council often be attended by a member of the school board as well.

The LCI School Council meets at least eight times per school year, beginning in September with the Annual General Meeting, at which time an executive is elected. The Council operates on a Town Hall Model where most decisions are made at regular, open meetings of the entire school community. The School Council are kept regularly informed about educational matters by the Principal, School District Administration, and the School Board. As well, they are consulted about many school issues and work in partnership with the staff and students of LCI whenever needed. The School Council provides volunteers for school-sponsored functions; facilitates the formation of Dry Grad and Safe Grad committees; and sponsors information evenings for parents and students, covering such topics as preparation for post secondary education, scholarships available and when to apply, issues related to adolescence and career opportunities, just to name a few

The LCI School Council operates under a set of by-laws, including a Mission and Vision Statement, and a school Council Plan which are drawn up by School Council members during the first year of operation. The documents are available on the [LCI website](#).

# G2G NEWS

The G2G News is a weekly publication put out by the LCI admin team to keep parents informed of the latest things happening at the school. There is a three-week running calendar giving parents a snapshot of what events are coming up at LCI. There are also short descriptions of important items with directions on how to get further information should you need it. The G2G News is emailed directly to parents, and we encourage all parents to take a few moments to skim it over to make sure they are up to speed on what is happening at LCI.

**THE G2G NEWS**  
For the week of Sept 26<sup>th</sup>, 2022

<b>Monday Sept 26<sup>th</sup></b> Visiting International Students trip to Waterton	<b>Tuesday Sept 27<sup>th</sup></b> No School National Day for Truth & Reconciliation	<b>Wednesday Sept 28<sup>th</sup></b> LCI's Orange Shirt Day	<b>Thursday Sept 29<sup>th</sup></b> No School National Day for Truth & Reconciliation	<b>Friday Sept 30<sup>th</sup></b> No School Thanksgiving
<b>Monday Oct 3<sup>rd</sup></b> No School Thanksgiving	<b>Tuesday Oct 4<sup>th</sup></b> Post Secondary Fair 5:00 to 8:30 pm at WCHS	<b>Wednesday Oct 5<sup>th</sup></b> Parent Teacher Interview Building Opens @ Noon	<b>Thursday Oct 6<sup>th</sup></b> Photo Retake Day 9:00 am in the Library	<b>Friday Oct 7<sup>th</sup></b> School Bus Evaluation Drive for all bus riding Students
<b>Monday Oct 10<sup>th</sup></b> No School Thanksgiving	<b>Tuesday Oct 11<sup>th</sup></b> Post Secondary Fair 5:00 to 8:30 pm at WCHS	<b>Wednesday Oct 12<sup>th</sup></b> Parent Teacher Interview Building Opens @ Noon	<b>Thursday Oct 13<sup>th</sup></b> Photo Retake Day 9:00 am in the Library	<b>Friday Oct 14<sup>th</sup></b> School Bus Evaluation Drive for all bus riding Students

**Important Message of the Week!!!**  
**Orange Shirt Day**  
Keeping in mind that LCI is built on the traditional land of the Blackfoot people, we are hoping that ALL student from LCI will wear orange this ~~Thursday~~ **September 28<sup>th</sup>**. LCI has a significant indigenous student population who truly appreciate the efforts of our school community to acknowledge them and the existence of a residential school that operated only a short drive from here right up until the 1960's. Please wear orange to school this coming Thursday.

**EVERY CHILD MATTERS**

**Try-A-Trade Opportunity**  
The Lethbridge School Division is partnering with other Southern Alberta School Divisions to offer "Try-A-Trade" Students must sign up via the QR code seen here (scan up from). There is more info on that sign-up link and the deadline to apply is October 31<sup>st</sup>.

**Try a Trade for Students and Parents/Guardians**  
Nov. 19 and 18  
6:30-9 p.m.

**RAM Wrestling is Starting**  
Ram wrestling is starting up next week. Our wrestling team competes at the provincial level and has brought home many title championships. Wrestling is open for all grades 5-10 and they are held from 7:00 to 9:00 on Monday, Wednesday, and Thursday evenings. The wrestling team is an open invite for anyone who is interested and both boys and girls are encouraged to come out. **First Practice & Info Night is: Monday, October 24<sup>th</sup> at 7:00 pm**

**Alberta Works Job Fair**  
Looking for a good paying job with opportunity to move into a career. Alberta works is hosting a job fair at the provincial building next week on Wednesday, October 19<sup>th</sup> from 1:00 to 4:00 at the Lethbridge Provincial Building. A major Lethbridge employer will be on hand to conduct on-the-spot interviews. Youth interested in finding employment are encouraged to bring a resume and come on down the Provincial Building to meet with employers eager to hire energetic young applicants.

**Parents Checking Powerschool**  
As you can see on the calendar, Parent Teacher Interview bookings are only weeks away. We ask that parents download and check the Powerschool app regularly to stay up to date on the academic progress of their child. You can see what assessments are coming up, as well as what marks have been earned on assessments already completed. You can also see if there are any assessments that are missing or past due, and what your child's attendance is like in each of their classes. If you see anything out of the ordinary while you are checking Powerschool, please do not hesitate to reach out to the teacher via email to inquire. You do not need to wait...the sooner we can address any issues, the better. That is why Powerschool and 24/7 access to grades can be advantageous.

**Post Secondary Fair**  
Career Transitions will be putting on Post-Secondary Fair at WCHS on **Wednesday, October 12<sup>th</sup>** between 5:00 and 8:30. Student and Parents are invited to come and talk to representatives from local and provincial post-secondary institutions. You can find more information at: [www.careersteps.ca/post-secondary-fair/](http://www.careersteps.ca/post-secondary-fair/)

**PRESENTATIONS**  
5:00 - Transitioning to Post Secondary School  
5:45 - Financing School & Scholarships  
6:30 - Transitioning to Post Secondary School  
7:15 - Financing School & Scholarships

**Rams & Clippers Corner**  
**Monday September 26<sup>th</sup>**  
Clippers & Rams at Golf Provincials (two days event near Okotoks)  
Gr. 9 Boys Volleyball host St. Francis  
Gr. 9 Girls Volleyball host St. Francis  
**Tuesday September 27<sup>th</sup>**  
JV Boys Volleyball @ Cardston  
SV Boys Volleyball @ Cardston  
**Wednesday, September 28<sup>th</sup>**  
Grades 9 Boys Volleyball @ WCHS  
Grades 9 Girls Volleyball @ WCHS  
JV Girls Volleyball host Raymond  
**Thursday, September 29<sup>th</sup>**  
JV Boys Volleyball host ICHS  
SV Boys Volleyball host ICHS  
LCI Rams Football vs. CCH at 7:30 at the U of L Community Field

**Triple M Housing**  
Designed for Living, Crafted for Life

**SOUTHLAND TRAILS**

**MAPLE LEAF**

**Clippers**

**Rams**

**LCI** **Rams** **Clippers** **LCI**

## BUSSING

Bussing is provided by the Lethbridge School Division for any student that lives outside a 2.4 km radius from the school. Student bussing has been contracted by Southland Transportation and they are partners in with the Lethbridge School Division in transporting student safely to and from school.

It is important to note that bus routes and pick-up/drop-off times are all dictated by Southland transportation. Therefore, any questions concerning those items should be directed to the offices of Southland Transportation. It is also important to note that students are only given 7 minutes from the time the dismissal bell rings, until the time the buses start pulling away from the school.



All students must conduct themselves appropriately while riding on the school busses. [Lethbridge School Division Policy 502.1.3](#) as well as [Lethbridge School Division Policy 502.1.3A](#) outline the rules and expectations of student while riding on the bus. School administration work closely with the transportation provider to ensure that those rules and expectations are enforced. A school administrator can suspend bussing privileges for up to 10 school days if a student is not following rules, or worse, compromising the safety of others while riding the school bus. Bus routes and times can be found on the [Southland Transportation](#) website.

## STUDENT VEHICLES & PARKING

Students are to operate their vehicles in a safe, responsible manner at all times, especially when in the vicinity of the school. LCI is located in the middle of five different schools, all within a 1 block radius of the campus. One of those schools is an elementary with small children. Therefore, it is imperative that students drive responsibly. Any traffic violations can be reported to the Lethbridge Police Service and may also result in disciplinary action from the school.

In addition to student conduct while driving, the Education Act of Alberta also governs how students are transported to and from school events. Students who use their vehicles at the direction of a teacher to transport themselves and/or others on school-sanctioned activities must submit a waiver form signed by a parent. Parents of the passengers must also complete a waiver form before the passenger may accompany the student driver. This does not apply to off campus activities where students voluntarily arrange their own transportation with another student or parent (i.e. Phys Ed 20/30 classes). In situations where safe transportation is provided by the school (either by chartered bus or in one of the LCI vans), but the student chooses their own alternative transportation, these forms are not required.







Students must use public street parking around the perimeter of the campus. We ask students to be respectful of our neighbours and not to block driveways or alleyways. Students are NOT permitted to park in the Church parking lot or the parking lot behind the school as those parking lots are reserved for staff only.





PowerSchool is the primary software used by schools to manage student information. PowerSchool is used for student registration, course selection, attendance tracking, grade reporting and more. It is absolutely pivotal that parents create their PowerSchool account and attach each of their children to that account. Once parents have created their PowerSchool account, they are highly encouraged to download the PowerSchool app onto their phone and enable notifications. This will allow parents to see their child’s attendance class-by-class. It will also allow them to see their child’s marks, as well as what assignments/test are coming up for their child.

The teaching staff at LCI are committed to posting marks in PowerSchool in a timely manner. They will post that an assignment or test is coming up in PowerSchool no later than when they announce that assessment item to the students in class. Some teachers may even map out all of their assessments for the entire semester so that students and parents can see what is coming. As marks are entered, teachers will “Tag” certain assessment items so that parents can clearly see how their child is doing academically.

<b>When to use the different icons</b>	
	<b>Missing Icon</b> – If a student fails to submit an assessment item on time, a mark of ZERO must be entered and tagged MISSING (please see Missing or Late Assessment Policy)
	<b>Incomplete Icon</b> – When an assessment is handed in and the teacher notices that it has not been finished in its entirety, it should be tagged incomplete.
	<b>Late</b> – If a student submits an assignment after the original due date, please change the existing MISSING or INCOMPLETE tag, to the LATE tag so a pattern can be seen over time
	<b>Exempt</b> – If you do not want a mark to be calculated into the summative grade, you can tag it exempt and it will not affect the mark. You <b>CAN</b> add a numerical grade and still exempt it.
	<b>Absent</b> – Use this tag if a student is absent on the day an assessment was collected. This tag will usually coincide with the MISSING tag and a mark of zero being entered
	<b>Collected</b> – This tag can be used primarily for formative assessment items that are not necessary going to be graded, but are important for students to complete in your class.

## 24/7 Grading Reporting

Because students and parents have access to PowerSchool through their smart phones, we want to utilize that opportunity by giving timely and meaningful feedback. Should a student fail to complete or hand in an assignment, it will be tagged as either “Missing” or “Incomplete”. **If the item is missing completely, the teacher will enter a mark of zero right away** for that item so that students and parents can see the impact that missing item has on their grade. If the item is incomplete, the teacher may choose to enter the incomplete mark, or hand back the item to the student to complete with a mark of zero entered until it is completed. Each teacher will have the professional autonomy to accept late assessment items. However, **if the teacher feels that ample time and opportunity was already given to the student to complete the assessment item, then the teacher can also choose to have the mark or zero stand.**

## FIELD TRIPS & PERMISSIONS

The guidelines LCI uses when notifying parents about off campus events are designed to match and fulfill the requirements outlined in [Policy 607.1](#) of the Lethbridge School Division.

There are essentially 4 different levels of field trips that teachers can take students on, depending on their destination and/or the level of risk associated with the field trip. Those levels are:

1. ***Green Activity within city limits***
2. ***Amber Activity within city limits and/or trip outside of city limits***
3. ***Overnight and/or trip out of Province***
4. ***International trips***

If a teacher is planning an off-campus learning opportunity which does not incur any risk of injury (i.e. Green Activity as described in Policy 607.1) then the teacher needs only to provide written notification in the form of an email or hard copy letter that is sent home with the student. Examples of Green Activities would include but are not limited to trips to hear a speaker present at the college or university, a field trip to the space observatory, or a walk to Henderson Lake.

If the activity is one with potential risk to safety or health of the student (i.e. Amber Activities as described in Policy 607.1) then the teacher will require signed permission from a parent or guardian. The permission form to be signed will always outline the activity in detail, as well as what the potential risks are. Students will **NOT** be allowed to participate without signed parental permission. Examples of Amber Activities would include but are not limited to going on a field trip to the climbing wall, partaking in trades classes at the college/working with specialized tools and equipment.

Teachers will also need signed approval from parents if they want to take kids out-side of the city limits, or on an overnight trip.

## PARENT INFORMATION EVENINGS

LCI wants to keep parents informed as much as possible, to work with parents in being proactive when it comes to their child's education. To help maintain strong ties with parents and to keep them informed, LCI employs the use of Parents information sessions as a means of disseminating important information. Here are the annual Parent/Student information evenings that are open for you to attend and learn more:

**Meet the Teacher Night - Held in the First Week of September**

**Parent/Teacher Interviews - Held in Late October & Again in Mid February**

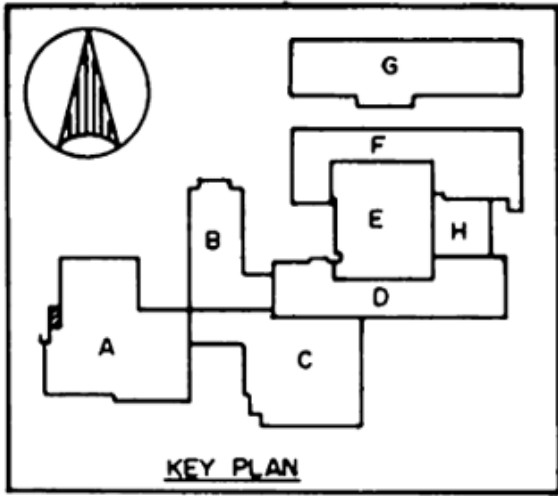
**New Grade 9 Information Night - Held in April/May**

**New Grade 10 Information Night - Held In March**

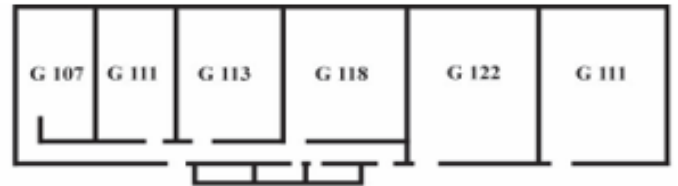
**New K&E Orientation Meeting - Held in May (by invitation only)**



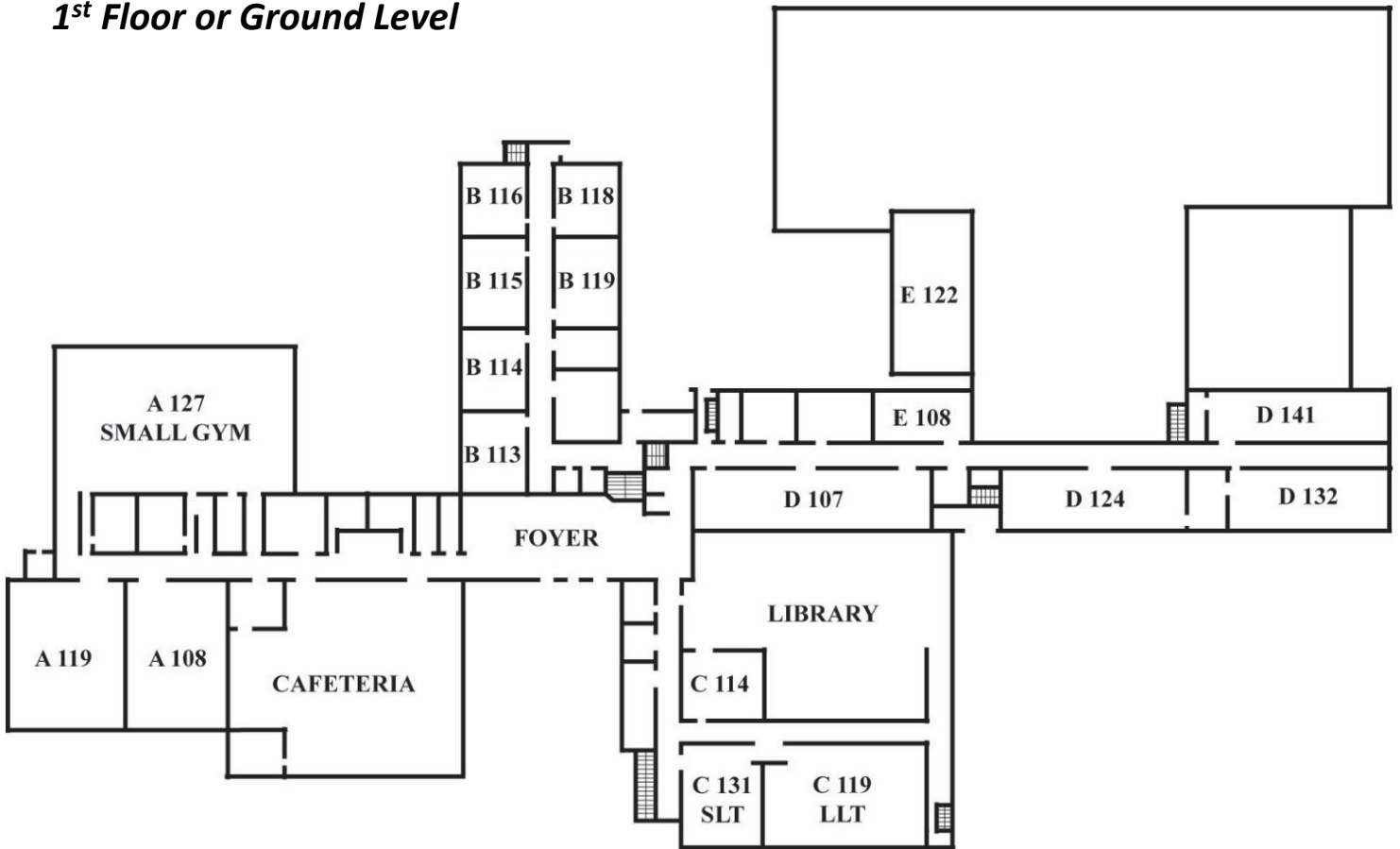
# SCHOOL MAP



The LCI building is one of the more difficult to navigate in the district because it has been added on to so many times over the years. The simplest way to navigate the school is to remember where the different “wings” are. Room numbers are always identified first by their wing letter, and then the floor number is indicated by the first digit (hundreds position) in the number itself.



## 1<sup>st</sup> Floor or Ground Level



**2<sup>nd</sup> Floor or Main Level**

